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AUTHOR Calhoun, Emily F.
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ABSTRACT

This report describes teacher response to selected aspects of supervision as it exists for teachers in grades one through four in one Georgia school system. Teachers were surveyed to determine their responses to assistance provided by a supervisor to individual teachers or groups of teachers through activities relevant to teacher development, curricular concerns, or instructional problems. They were also surveyed to determine their use of, and attitudes toward, professional development activities. The following questions provided the conceptual framework for this project: (1) Do teachers perceive supervisors and other avenues of assistance as being available? (2) Which direct assistance services are requested most by teachers? (3) From whom do teachers request these direct assistance services? (4) Where do teachers go for instructional resources? (5) Which type of supplemental resources are most used by teachers to improve classroom instruction? (6) How are supervisory services provided to teachers? (7) How valuable are the services provided to teachers? (8) How often are teachers involved in formal professional development activities? (9) How often are teachers involved in informal professional development activities? and (10) How much time do teachers contribute to voluntary informal professional development activities? The answers to these questions decribe current supervisory practice, and can be used as information for general review or as baseline information to plan improvements in present supervisory services or staff development programs. The questionnaire on utilization of supervisory services is appended. (JD)

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OVERVIEW

This report describes teacher response to selected aspects of supervision as it exists for teachers in grades one through four in one Georgia school system. Teachers were surveyed to determine their responses to direct supervisory services--assistance provided by a supervisor to individual teachers or groups of teachers through activities relevant to teacher development, curricular concerns, or instructional problems. They were also surveyed to determine their use of and attitudes toward professional development activities--job related learning opportunities used by teachers to improve their performance.

The information reported provides a micro-view of elementary school supervision from the teachers' perspective. The term supervisor as used here could refer to anyone in the system--another teacher, the librarian, the guidance counselor, the principal, etc. The focus was on who actually provided the services designated "Direct Assistance Services," not just on persons with official titles of supervisor.

The following questions provide the conceptual framework for this project:

1. Do teachers perceive supervisors and other avenues of assistance as being available?
2. Which direct assistance services are requested most by teachers?
3. From whom do teachers request these direct assistance services?
4. Where do teachers go for instructional resources?
5. Which type of supplemental resources are most used by teachers to improve classroom instruction?
6. How are supervisory services provided to teachers?
7. How valuable are the services provided to teachers?
8. How often are teachers involved in formal professional development activities?
9. How often are teachers involved in informal professional development activities?
10. How much time do teachers contribute to voluntary informal professional development activities?

The answers to these questions will describe current supervisory practice. This description can be used as information for general review or as baseline information to plan improvements in present supervisory services or staff development programs.

METHOD

Sample

The "how-to" of acquiring the sample involved first meeting with the Assistant Superintendent for Elementary Education and each principal individually to secure their approval. The next step was for the project director to meet with the teachers selected from each school to recruit their participation. Cooperation was good. There was no need to recruit additional schools because of refusal to participate by one of the initially approached sites.

The sampling procedure involved a random selection of 18 of the 35 elementary schools in the system. Fifty-two teachers of grades one through four were then randomly selected from these 18 schools, three teachers from 17 schools and one teacher from one school. Characteristics of the 18 schools are summarized in Tables 1 and 2. Characteristics of the sample selected from this population are summarized in Table 3.

TABLE 1

Characteristics of Participating Schools

School	SES*	Number of Teachers (K-7)	Number of Specialist Teachers	Number of Students
1	Moderate	15	2	406
2	Moderate	18	6	450
3	Low	17	7	415
4	Moderate	21	3	530
5	Moderate	15	3	364
6	Low	16	5	443
7	Low	17	7	417
8	High	20	1	502
9	Low	17	7	418
10	High	19	3	461
11	Moderate	11	5	240
12	Low	15	10	366
13	High	21	1	514
14	High	28	2	674
15	High	19	1	456
16	Moderate	23	1	611
17	Moderate	26	8	679
18	Low	15	6	391

*Socioeconomic status is reported according to the percentage of students who paid for their lunches:

High - 71% or more students paid for lunch

Moderate - 36%-70% of the students paid for lunch

Low - 35% or less of the students paid for lunch

TABLE 2

Certificates Held by Teachers in Participating Schools

School	T-4	T-5	T-6
1	8	9	
2	10	13	1
3	11	13	
4	10	14	
5	10	7	1
6	6	15	
7	11	13	
8	9	10	2
9	11	13	
10	6	16	
11	10	5	1
12	17	8	
13	18	4	
14	13	15	2
15	8	12	
16	*	*	*
17	10	24	
18	11	9	1
Total %	44%	49%	2%

*7% Unknown because data were not available.

TABLE 3

Characteristics of the Sample (52 Randomly Selected Teachers of Grades One through Four from 18 Schools)

Demographic Variables	Number of Teachers
Number of Years of Teaching Experience	
0-5	10
6-10	18
11-19	12
20-29	10
30 or more	2
Highest Teaching Certificate Held	
T-4	19
T-5	29
T-6	3
Unknown (no data)	1
Teaching Grade Level	
One	13
Two	14
Three	7
Four	10
More than one grade level	8
Age	
22-26	4
27-31	11
32-36	10
37-41	7
42-46	5
47-51	8
52-56	5
57-61	0
62-66	1
Over 66	0
Unknown (no data)	1
Sex	
Male	1
Female	51

Teacher Characteristics

As shown in Tables 1, 2, and 3, the sample of teachers is varied in number of years teaching experience, levels of certification, grades taught, and age. As shown in Table 3, this sample of teachers is predominantly female.

Instrumentation

The first version of the survey instrument used, Teacher Questionnaire on Utilization of Supervisory Services (See Appendix), was developed and pilot-tested in January through March 1984. The major purpose of pilot testing was to check the clarity of each item and to determine whether it elicited the intended type of data. Another purpose was to check the sequencing of items and the amount of time required for most respondents to complete the questionnaire. Also, the format of the instrument was checked to determine that there was adequate space to record responses and that teachers knew how to respond to each item.

A pilot study was conducted with all regular classroom teachers (total N = 10) in one elementary school. The questionnaire was revised based on pilot test feedback from respondents. To determine the consistency of the measurement over time, the test-retest method was used to assess reliability. All regular classroom teachers in another elementary school (total N = 23) were administered the questionnaire on February 27 and again on March 14. The correlation coefficients for major sections of the instrument follow in Table 4.

The reliability of Part II of the Teacher Questionnaire on Utilization of Supervisory Services on teacher participation in professional development activities was not checked.

TABLE 4

Reliability of Teacher Questionnaire on Utilization of Supervisory Services

Variable Name	Item Number	Correlation Coefficient
Total of direct assistance services	11	0.95
Total of visits and conferences	12	0.93
Total of resources and locations	13	0.80
Total of modes of supervisory service	14	0.89
Total of values of modes of service	15	0.75

Administration

The questionnaire was administered in small group settings at ten different schools. Most teachers were able to attend the after-school meetings at a location near their school or home. Because of the number of meetings required, Spring holidays during which the schools were closed for one week, and the need to avoid Mondays (system-designated day for staff-development or principal's meetings) and Fridays, it took most of April to administer the questionnaire.

NARRATION OF FINDINGS

Data Analysis Procedures

The research questions posed in this study generally call for descriptive inquiry. Therefore, all of the data analyses presented are summarized in the form of descriptive statistics: frequency counts, percentages, means, and standard deviations. Most of the tables present descriptive statistics for the total sample. There is no analysis of data by school. The analyses focus on data aggregated to the school district level. It is important, however, to realize that in Part II of the questionnaire, district-level data analyses do not imply that all professional development activities were district-sponsored.

Results

This section will be organized around each of the ten previously identified research questions. Some questions will be followed by a facsimile of the actual item from the Teacher Questionnaire on Utilization of Supervisory Services. After some questions, the reader will be referred to the Appendix for a review of the designated item. A brief description of the highlights of the data contained in each table will conclude the information provided for each question.

Research Question 1

Do teachers perceive supervisors and other avenues of assistance as being available?

TABLE 5

Assistance with Lesson Objectives, Activities, Materials, and Methods of Evaluation

Look at the following tasks which relate to planning, delivery, and evaluation of instruction. Please circle Yes or No to indicate if there is someone available in your school system to help you with that task.

	% Responding Yes	% Responding No
A. Selecting, developing, or using lesson objectives	83	17
B. Selecting, developing, or using lesson activities	90	10
C. Selecting, developing, or using lesson materials	100	0
D. Selecting, developing, or using methods of evaluation	94	6

TABLE 6

Access to Resource Materials

Do you have access to resource materials--such as teacher resource books, professional education books, journals or magazines, audiotapes, videotapes, etc.--provided by your school or school system which contribute to your work and development as a classroom teacher?

	% Responding Yes	% Responding No
(Circle One)	98	2

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TABLE 7

Quantity of Available Resource Materials

If "Yes," how numerous are these resources?

(Please do not include in the total number of materials each separate cassette, videotape, or microfilm that is part of a kit or each monthly issue of the same magazine or journal.)

(Check One)	% Responding in each Category
_____A. Less than 10 resources are available.	29
_____B. Between 11 and 30 resources are available.	27
_____C. Between 31 and 100 resources are available.	24
_____D. More than 100 resources are available.	20

Most teachers perceived that someone was available within the school system to provide them with assistance on lesson objectives, activities, materials, and evaluation. The most noteworthy statistics here are that 17% (N = 9) of these teachers indicate that no one is available to assist with selecting, developing, or using lesson objectives and that 10% (N = 5) indicate that no one is available to assist with selecting, developing, or using lesson activities. Almost all teachers indicated that they had access to resource materials provided by their school or school system.

The range of responses illustrated in Table 7 (Quantity of Available Resource Materials) is of interest. Nearly one-third of the respondents indicated that fewer than ten professional resource materials were provided to them by the school or school system.

Research Question 2

Which direct assistance services are requested most often by teachers?

(See Appendix, Item 11, page 25, to review this item.)

TABLE 8

Summary of Direct Assistance Services Ranked by Frequency

Rank	Direct Assistance Service	Frequency-Occurrence of Requests
1	Locating supplemental instructional materials for use with your students	46
2	Information or suggestions about enrichment or remedial activities	38
3	Assistance in evaluation of student progress	36
4	Assistance using new materials (e.g., textbooks, kits, tests, etc.)	34
5	Teacher resource books	31
6	Assistance in planning lessons	30
7	Assistance in making a change in classroom instruction (e.g., adding learning centers, increasing use of manipulative materials, etc.)	29
8.5	General education information (e.g., about teaching methods, current education trends, research, discipline, etc.)	28
8.5	Evaluation of your teaching	28
10	Assistance in locating or providing resource persons for your classroom	25
11	Assistance in improving communication with students (e.g., providing more feedback, becoming a better listener, etc.)	21
12.5	Assistance with lesson delivery	17
12.5	Assistance in implementing a project adopted by the school system	17

Four of the top five ranked services related to requests for supplementary materials or activities for use with students. It must be noted that one teacher could be responsible for several requests for the same service, and this was often the case. The frequency of requests does not indicate how many different individuals requested that service.

TABLE 9

Identification of the Source Most Frequently Requested for each Direct Assistance Service

	Direct Assistance Service	Source Most Requested
A.	Assistance in planning lessons	Other Teacher
B.	Assistance in making a change in classroom instruction (e.g., adding learning centers, increasing use of manipulative materials, etc.)	Other Teacher
C.	Assistance with lesson delivery	Other Teacher
D.	Assistance in improving communication with students (e.g., providing more feedback, becoming a better listener, etc.)	Other Teacher
E.	Information or suggestions about enrichment or remedial activities	Other Teacher
F.	Assistance in locating or providing resource persons for your classroom	Other (e.g., Librarian, Guidance Counselor)
G.	Assistance in evaluation of student progress	Other Teacher
H.	Evaluation of your teaching	Principal
I.	Assistance using new materials (e.g., textbooks, kits, tests, etc.)	Other Teacher
J.	Locating supplemental instructional materials for use with your students	Other (e.g., Librarian, Guidance Counselor)
K.	Teacher resource books	Other (e.g., Librarian, Guidance Counselor)
L.	General education information (e.g., about teaching methods, current education trends, research, discipline, etc.)	Principal
M.	Assistance in implementing a project adopted by the school system	Principal

Research Question 3

From whom do teachers request these direct assistance services?

(See Appendix, Item 11, page 25, to review this item.)

TABLE 10

Summary of Sources, Ranked by Frequency of Requests, Providing Direct Assistance Services

Rank	Source	Frequency of Requests for this Source
1	Other teachers	209
2	Other (e.g., librarian, guidance counselor)	160
3	Principal	126
4	Elementary curriculum director	94
5	Grade level chairman	50
6	Assistant principal	22
7	Consultants (e.g., CESA, University)	21
8	Chapter I curriculum director	20
9	Assistant superintendent, elementary	5

More direct assistance services were requested from "Sources" not officially designated as supervisors (total number of requests for "Other teacher" and "Other" = 369) than were requested from the seven other sources who could be considered organizationally-designated supervisors (total number of requests from assistant principals, consultants, and assistant superintendents = 338).

Inspection of the data reported in Table 9 and Table 10 indicates that teachers most often request direct assistance supervisory services from sources immediately accessible in their own school. As could be expected, the data in Table 9 (Identification of the Source most Frequently Requested for each Direct Assistance) indicate that the most frequently used sources are other teachers, other, and principal.

Research Question 4

Where do teachers go for instructional resources?

(See Appendix, Item 13, page 27, to review this item.)

TABLE 11

Summary of Locations Ranked by Frequency of Use

Rank	Location	Frequency of use*
1	School library	157
2	My personal library	120
3	Regional or public library	54
4	College or university library	32
5	Other	26
6	GLRS resource center	17
7	School system professional library	8
8	CESA resource center	0

*Data for this table come from summing the number of checks in each row of the matrix in Item 13. If a teacher checked a cell, we only know that she visited this site for certain resources, we do not know how many times she visited this site.

The locations most often visited by teachers seeking resource materials to enhance classroom instruction were those immediately accessible to them: their school library and their personal library of materials.

Research Question 5

Which type of supplemental resource materials are most used by teachers to improve classroom instruction?

(See Appendix, Item 13, page 27, to review this item.)

Table 12

Summary of Resource Materials Used Ranked by Frequency of Use*

Rank	Type of Material	Frequency of use*
1	Books	130
2	Magazines	95
3	Activity books	86
4	Audiotapes	43
5	Videotapes	22
6	Non-commercial units prepared by other teachers	20
7	Other (e.g., ERIC, EIC)	18

*Data for this table come from summing the number of checks in each column of the matrix in Item 13. If a teacher checked a cell in that column, we only know that she used that resource at that location, we do not know how many of this same type of resource material she used.

This question asked teachers to indicate the resources they had used during the 1983-1984 school year. As expected, printed materials were the most frequently used, with audiovisual materials and non-commercial materials apparently coming in a distant second.

Research Question 6

How are supervisory services provided to teachers?

(See Appendix, Item 14, page 28, to review this item.)

TABLE 13

Summary of How Direct Assistance Supervisory Services Were Provided, Ranked by Frequency of Use

Rank	Mode of Service	Frequency of Use*
1	Conference (Private meeting with an administrator, supervisor, or other person)	116
2	Resource information or material (Materials provided for you as an individual, not for the entire staff)	56
3	In-class Assistance (Administrator or supervisor worked with you in the classroom)	39

*Data for this table come from summing the number of checks in each row of the matrix in Item 14. If a teacher checked a cell in that row, we only know she received that supervisory service from that source, we do not know how many times she was provided that supervisory service.

Conferences were the most popular mode of service for providing help with instructional concerns and for contributing to teachers' professional growth. The "Frequency of Use" data should be interpreted with caution as noted in Table 13.

Research Question 7

How valuable are the services provided to teachers?

(See Appendix, Item 15, page 28, to review this item.)

TABLE 14

Summary of Values of each Mode of Service

Mode of Service	Mean Rating*	Standard Deviation
In-class Assistance (Administrator or supervisor worked with you in the classroom)	1.6	0.64
Conference (Private meeting with an administrator, supervisor, or other person)	1.8	0.84
Resource Information or Material (Materials provided for you as an individual, not for the entire staff)	1.7	0.86

*This rating scale ranged from 1 as "Very valuable" to 5 as "Worthless."

The direct assistance services provided through these three modes of service were regarded as valuable by most teachers. Of course, the validity of the distinction betweeen adjacent values such as "Very valuable" and "Valuable" is uncertain.

Research Question 8

How often are teachers involved in formal professional development activities?

(See Appendix, Item 1, page 23, to review this item.)

TABLE 15

Summary of Teacher Participation in Formal Professional Development Activities for a Three-Month Period

Number of Activities	Number of Teachers
0	2
1-5	38
6-10	5
11-15	4
16-20	0
Over 20	3

These structured professional development activities required the teacher to be in the role of learner and the presenter(s) to have intended learning outcomes for the participants. Three-fourths of the respondents engaged in one to five formal professional development activities during the months of January, February, and March. The duration of the activities identified ranged from one-half hour to eight hours.

Research Question 9

How often are teachers involved in informal professional development activities?

(See Appendix, Item 3, page 23, to review this item.)

TABLE 16

Summary of Teacher Participation in Informal Professional Development Activities for a Three-Month Period

Number of Activities	Number of Teachers
0	13
1-5	38
6-10	1

Informal professional development activities include those things teachers participated in because they wanted to learn more about something. One-fourth of the group did not participate in any informal professional development activities during the months of January, February, and March 1984. Any activity other than the formal, structured, activities identified in Part II, Item 1 Teacher Questionnaire on Utilization of Supervisory Services which related to teachers' personal or professional interests and which they were able to incorporate into their classroom teaching or professional life was an acceptable response to this item. Activities which respondents listed varied from reading magazines, to attending dance classes, to making a sea shell collection to share with students.

Research Question 10

How much time do teachers contribute to voluntary informal professional development activities?

During an interview, teachers were asked how many hours they spent on each activity during the three month period from January to March. Their responses are summarized in Table 17.

TABLE 17

Number of Hours Teachers Participated in Informal Professional Development Activities during a Three-Month Period

Number of Hours	Number of Teachers
0	13
3.5	1
4	2
5	1
6	2
8	1
10	1
10.5	1
12	1
12:75	1
14	2
15	2
17	1
18	1
20	3
23	1
24	1
24.5	1
26	1
31.5	1
38	1
41	1
43	1
47	1
50	1
53	1
59.5	1
73.5	1
90	2
93	2
113.5	1
118	1
Unknown (missing data)	1

Teachers varied widely in the amount of time they were able to devote to informal professional development activities (IPDA). Forty percent of the respondents spent an average (during the months of January, February, and March, 1984) of one hour or less a week on IPDA; forty percent spent an average of two to four hours a week on IPDA; and twenty percent spent an average of more than four hours a week on IPDA.

SUMMARY OF FINDINGS

This report describes direct assistance supervisory services and professional development activities as perceived and used by first grade through fourth grade teachers in their school system. These teachers shared their perceptions of the instructional supervisory support provided to them. A summary of these perceptions follows:

1-A. The majority of teachers perceived that someone was available within the school system to assist them with selecting, developing, or using lesson objectives, activities, and methods of evaluation. All teachers indicated that someone was available to assist them with selecting, developing, or using lesson materials.

1-B. Almost all teachers indicated that they had access to resource materials provided by their school or school system, but their perception of the quantity of these resources varied widely.

2-A. The most frequently requested direct assistance services related to requests for supplemental materials or activities for use with students.

2-B. Other teachers were the most frequently requested source for the thirteen direct assistance services listed in the questionnaire.

3. Teachers most often requested direct assistance supervisory services from sources immediately accessible in their own school. The most frequently used sources for assistance are other teachers, other, and principal.

4. Teachers most often sought resource materials at locations immediately accessible to them: their school library and their personally-owned collection of materials.

5. Teachers indicated that printed materials were the supplemental resource materials they most often used to improve classroom instruction.

6. Conferences were the most popular mode of service for providing help with instructional concerns and for contributing to teachers' professional growth. In-class assistance was the least popular mode of service.

7. Most teachers who experienced any one, two, or all of the three modes of service (in-class assistance, conference, resource information, or material) ranked these services as 1 (Very valuable) or 2 (Valuable).

8. Three-fourths of the sample engaged in anywhere from one to five formal professional development activities during the months of January, February, and March, 1984. Approximately one-fourth of the sample engaged in anywhere from six to over twenty activities during the three-month period.

9. Approximately three-fourths of the sample engaged in anywhere from one to five informal professional development activities during the three months of January, February, and March, 1984. About one-fourth of the sample engaged in no informal professional development activities during the three month period.

10. Teachers varied widely in the amount of time that they devoted to informal professional development. The number of hours contributed to informal professional development activities during the months of January, February, and March ranged from 0 hours to 118 hours.

Hopefully, this report will provide insight into the response of these elementary teachers to the supervisory process. Perhaps this report will serve as useful information to members of the school system as they plan for instructional improvement.

APPENDIX

Teacher Questionnaire on Utilization of Supervisory Services

Social Security Number _____ - _____ - _____

TEACHER QUESTIONNAIRE ON UTILIZATION OF SUPERVISORY SERVICES: PART I

Read each item and answer as indicated.

INSTRUCTIONS: Please circle the numeral associated with your answer.

1. Number of Years of Teaching Experience:

   0-5.....1
   6-10.....2
   11-19.....3
   20-29.....4
   30 or more.....5

2. Sex

   Male.....1
   Female.....2

3. Highest Teaching Certificate Held:

   T-4.....1
   T-5.....2
   T-6.....3
   Doctorate.....4
   Other.....5

4. Teaching Level:

   Grade.....1
   Grade.....2
   Grade.....3
   Grade.....4
   More than one grade level.....5
   Other (specify)
   _____....6

5. Age:

   22-26.....1
   27-31.....2
   32-36.....3
   37-41.....4
   42-46.....5
   47-51.....6
   52-56.....7
   57-61.....8
   62-66.....9
   Over 66.....10

6. Look at the following tasks which relate to planning, delivery, and evaluation of instruction. Please circle Yes or No to indicate if there is someone available in your school system to help you with that task?

   A. Selecting, developing, or using lesson objectives — Yes No

   B. Selecting, developing, or using lesson activities — Yes No

   C. Selecting, developing, or using lesson materials — Yes No

   D. Selecting, developing, or using methods of evaluation — Yes No

7. Do you have access to resource materials--such as teacher resource books, professional education books, journals or magazines, audiotapes, videotapes, etc.--provided by your school or school system which contribute to your work and development as a classroom teacher?

   (Circle one) Yes No

8. If "Yes," how numerous are these resources?

(Please do not include in the total number of materials each separate cassette, videotape, or microfilm that is part of a kit or each monthly issue of the same magazine or journal.)

(Check one)

_____A. Less than 10 resources are available.

_____B. Between 11 and 30 resources are available.

_____C. Between 31 and 100 resources are available.

_____D. More than 100 resources are available.

9. Do you have your own resource materials--such as audiotapes, kits, individual books, subscriptions to periodicals--which contribute to you work and development as a classroom teacher?

(These are materials which belong to you, not to your school or school system.)

(Circle one) Yes No

10. If "Yes," how numerous are these materials?

(Please do not include in the total number of materials each separate cassette, videotape, or microfilm that is part of a kit or each monthly issue of the same magazine or journal.)

(Check one)

_____A. Less than 10 resources.

_____B. Between 11 and 25 resources.

_____C. Between 26 and 50 resources.

_____D. Between 51 and 75 resources.

_____E. More than 75 resources.

11. Place a check in the appropriate box or boxes to indicate the titles of persons from whom you have requested and received the direct assistance services listed in Section (I). If you have not received a service indicated in the column labeled "Direct Assistance Services" during this school year, please leave all boxes in that row blank.

(I) DIRECT ASSISTANCE SERVICES	(II) SOURCES								
	Prin	Asst Prin	Asst Supt of Inst	Elem Curr Dir	Chap I Curr Dir	Grade Level Chmn.	Consul-tants (CESA, Univ., etc.)	Other Teacher	Other (e.g., librarian, guidance counselor, etc.)
A. Assistance in planning lessons									
B. Assistance in making a change in class-room instruction (e.g., adding learning centers, increasing use of manipulative materials, etc.)									
C. Assistance with lesson delivery									
D. Assistance in improving communication with students (e.g., providing more feedback, becoming a better listener, etc.)									
E. Information or suggestions about enrichment or remedial activities									
F. Assistance in locating or providing resource persons for your classroom									
G. Assistance in evaluation of student progress									
H. Evaluation of your teaching									

(Item 11 Continued on page 4)

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11. Place a check in the appropriate box or boxes to indicate the titles of persons from whom you have requested and received the optional direct assistance services listed in Section (I). If you have not received a service indicated in the column labeled "Direct Assistance Services" during this school year, please leave all boxes in that row blank.

(I) DIRECT ASSISTANCE SERVICES	(II) SOURCES								
	Prin	Asst Prin	Asst Supt of Inst	Elem Curr Dir	Chap I Curr Dir	Grade Level Chmn.	Consultants (CESA, Univ., etc.)	Other Teacher	Other (e.g., librarian guidance counselor etc.)
I. Assistance using new materials (e.g., textbooks, kits, tests, etc.)									
J. Locating supplemental instructional materials for use with your students									
K. Teacher resource books									
L. General education information (e.g., about teaching methods, current education trends, research, discipline, etc.)									
M. Assistance in implementing a project adopted by the school system									

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12. How many in-class visits or professional conferences did you have this school year with each SOURCE (II) checked above. Place the total number in each box below.

13. Place a check in the appropriate box or boxes to indicate where you have gone during this school year (Section I-Location) and what resources you have used (Section II-Resources) for information to help improve your classroom instruction.

(I) LOCATION	(II) RESOURCES						
	Activity Books	Audio-tapes	Books	Magazines	Non-Commer. Units by Other Tchrs.	Video-Tapes	Other (e.g. ERIC, EIC, etc.)
A. College or Univ. Libraries							
B. C.E.S.A. Resource Center							
C. GLRS Center							
D. Regional or Public Library							
E. School System Professional Library							
F. School Library							
G. My Personal Library							
H. Other (Please identify) _____							

4. Place a check in the appropriate box or boxes to indicate how supervisory services were provided to you to help with instructional concerns or to contribute to your growth as a teacher (Section I-Modes of Service) and who provided this service (Section II-Sources). Check any Mode of Service which was provided to you, whether you requested the service or not.

(I) MODES OF SERVICE	(II) SOURCES								
	Prin	Asst Prin	Asst Supt of Inst	Elem Curr Dir	Chap I Curr Dir	Grade Level Chmn	Consul-tants (CESA, Univ., etc.)	Other Teacher	Other (e.g., librarian, guidance counselor, etc.)
A. In-class Assistance (Administrator or supervisor worked with you in the classroom)									
B. Conference (Private meeting with an administrator, super-visor, or other person)									
C. Resource Information or Material (Materials provided for you as an individual, not for the entire staff)									

5. Look at each box you checked in Item 14 above. How valuable or helpful in supporting you in your role as a classroom teacher or in contributing to your professional development was the assistance you received? Use the table above and the following rating scale and place the appropriate number in EACH box you checked in Item 14:

Very valuable.....1
Valuable.....2
Neutral.....3
Of little value.....4
Worthless.....5

THANK YOU!

Social Security Number____ - ____ - ____

TEACHER QUESTIONNAIRE ON UTILIZATION OF SUPERVISORY SERVICES: PART II

Read each item carefully and answer as indicated.

1. Please do a month-by-month review of the professional development activities you participated in from January through March of this year. By formal professional development activities, we mean any activity, organized or structured by someone other than you, that is intended to improve your capacity as a professional educator. The activity can be very brief or may be scheduled to extend over a school year or longer. For it to be a formal professional development activity, you should be in the role of a learner. You may or may not have gained any new knowledge, attitudes, or skills from the activity, but for it to be included in this section, the presenter(s) should have intended learning outcomes for the participants. (For example, inservice meetings, workshop on "Teacher Expectations" sponsored by PDK, staff development course on "Assertive Discipline," series of workshops on testing, faculty or staff meeting for instructional improvement, college courses, etc.)

   Please list and number (Activity Number) the activities you engaged in each month and indicate in the fourth column if your participation was Required (R) or Voluntary (V). For the moment, please do not make a response in the fifth column headed --X--.

Month	Activity Number	Formal Professional Development Activities	Label as R or V	--X--
Jan.				
Feb.				
March				

2. Look at each activity you listed in Item 1. How valuable or helpful in supporting you in your role as a classroom teacher or in contributing to your growth as a professional were the workshops, meetings, etc., that you attended? Use the following scale and label--on Page 7, in Item 1, Column X--the value of each activity you listed:

Very valuable.....1
Valuable.....2
Neutral.....3
Of little value.....4
Worthless.....5

3. Please think of any other activities you've engaged in over this time period (January-March)--activities that are more informal in nature, but which contributed to your development as a teacher. These activities relate to personal or professional interests that you have been able to incorporate into your classroom teaching or professional life. Do not include inservice workshops or meetings you were required to attend. (Include, for example, the reading of magazines or journals, participation in civic clubs, discussions which were initiated by you with your principal or supervisor, a hobby or trip related to your work, special television programs watched, etc.)

Please list the informal professional development activities you engaged in during the past three months. (Remember, list only those things you did because you wanted to learn more about something.)

Activity Number	Informal Professional Development Activities
1.	

THANK YOU!